

Abertillery
Learning Community



ALC CURRICULUM POLICY

Policy:	Curriculum
Age Range:	3-16
Type:	Statutory
Sub Committee:	Learning and Provision
Governing Body Approval:	25 th March 2026
Review Date:	March 2027
Staff Lead:	Mrs Blackwell, Mrs Davies, Mrs Tudge, Mr Winship

Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
2.0	<ul style="list-style-type: none"> Annual Review Staff Leads 	4 th February 2026	25 th March 2026	March 2027
1.0		6 th February 2024	15 th July 2024	February 2025

Review

Monitoring, Evaluation and Review

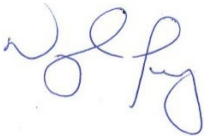
The Deputy Headteacher, will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 25th March 2026

1. Introduction

Abertillery Learning Community provides a curriculum that facilitates learners' acquisition of knowledge skills and qualities that will help them to develop the moral, cultural, mental, intellectual, personal, social, and physical development and prepares them for opportunities, responsibilities, and experiences of adult life. As well as lessons and extracurricular activities, the curriculum includes approaches to teaching, learning, and assessment, the quality of relationships within the school, and the values embodied in the way the school operates. The curriculum aims to cater to the needs of individual children from all ethnic and social groups, including those with additional learning needs.

2. Aim

Our aim is to offer a broad and balanced curriculum accessible to all pupils that develops the knowledge, understanding, skills, and attitudes that are necessary for each learner's self-fulfilment and development as active and responsible citizens. The curriculum will deliver the four purposes as set out in the Curriculum for Wales. The curriculum prepares learners for further study, employment, and adult life. The curriculum aims to enable all learners to become:

- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world;
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

3. Underpinning Principles

3.1. The school's curriculum will ensure that

- the education of all learners has equal value;
- all learners are challenged to reach the highest standards of which they are capable;
- the provision is concerned with developing personal and social values as well as knowledge, understanding and skills; and
- while breadth is maintained, an element of individual choice exists to provide learners with flexible learning pathways.

3.2. The school curriculum:

- focuses on the learner;
- raises aspirations and sets appropriate challenges;
- ensures that appropriate skills development is embed in the curriculum;
- focuses on continuity and progression;
- is flexible, balanced, relevant and differentiated;
- focuses suitably on Welsh Government priorities; and
- continues to deliver a distinctive curriculum that is appropriate for Wales.

3.3. The school will take every opportunity to ensure all learners, whatever their prior attainment, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge more able and talented learners (MAT) so that they achieve their full potential and their progress is sustained and enhanced making certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

4. General Arrangements (Formal Curriculum)

4.1. The school will deliver the National Curriculum and Literacy and Numeracy, and Digital Competency Framework at Year 9 and KS4 and fulfil the requirements of the Learning and Skills (Wales) Measure 2009. The school will deliver The Curriculum and Assessment (Wales) Act 2021 at Nursery to Year 8. The curriculum will be organised in the way that best suits the needs of our learners whilst ensuring the delivery of a broad and balanced provision.

4.2. At Year 9 the school curriculum consists of

- Core subjects – English, Welsh, mathematics, science and Religion, values and ethics (RVE), Physical Education;
- Non-core subjects – modern foreign languages, design and technology, ICT/Computer Science, history, geography, art, music, physical education; and
- PSE (including sex education).

4.3. At Nursery to year 8 the school will deliver

- The cross-curricular skills of literacy, numeracy and digital competency using the ALC Curriculum coverage overview and Schemes of Learning documents;
- The six areas of learning and experience incorporating all the statements of what matters;

- Cutting themes - Relationship and sexuality education (RSE), Human Rights. Diversity, Careers and work-related experiences and local, national and international contexts
- Integral skills Creativity and innovation, critical thinking and problem-solving, personal effectiveness and planning and organising
- Religion, values and ethics (RVE);
- Welsh and International language.

5 . 14-16 Curriculum

The school complies with the requirements of the Learning and Skills (Wales) Measure 2009 for learners aged 14-16 years, in addition to the National Curriculum (2008) at Key Stage 4. Key Stage 4

5.1. At KS4 the school curriculum consists of:

- Mandatory subjects – English, Mathematics and Numeracy, Science, Religious Studies, Physical Education and Welsh second language,
- RSE (including sex education), Careers and Work-Related Experiences.
- a broad range of academic and vocational courses leading to external qualifications.

5.2. In line with the increased flexibility, introduced by Learning Pathways, learners are given a 'free' option choice although considerable impartial advice and guidance are provided to help pupils choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen pathway and career aspirations.

6. Individual Support

The ALNCo works closely with all departments, in order to support learners so that they all have access to the curriculum.

7. Skills Development

7.1. The curriculum allows for the development of transferable generic skills for learners. All learning in any subject provides opportunities to develop:

- Literacy;
- Communication;
- Digital Competency; and
- Numeracy. Literacy and Numeracy Framework (LNF) Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013

7.2. The LNF is a statutory framework for planning that ensures that literacy and numeracy are embedded within the curriculum. Progression through the LNF and performance in the national reading and numeracy tests demonstrate how learners are achieving against the expectations for literacy and numeracy at the end of each school year from year 2 to year 9.

7.3. Opportunities are mapped across the curriculum to ensure a coherent, progressive and varied approach to learning and the application of skills; these are indicated in Learning Plans.

8. Cross-Curricular Themes

8.1. In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig which underpins the whole curriculum for all pupils, helping learners to understand the distinctive quality of living and learning in Wales. This enables them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

9. Relationships and Sexual Education (RSE)

All pupils follow a programme of RSE that meets the requirements of the RSE Framework age 3-16 Personal and Social Education Framework for 14-16-year-olds in Wales. These programmes prepare learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding to be ethically informed citizens.

10. Careers and Work-related Experiences

10.1. All learners follow a programme that meets the requirements of Careers and the World of Work. CWRE enables learners to develop knowledge, skills and understanding in preparation for the challenges and opportunities of further learning and the world of work.

10.2. Careers education embedded across the areas of learning which is supported by a range of work-related learning experiences. On the secondary campus, we have a Careers Wales advisor that provides specialist advice such as:

- group sessions in Year 9 in order to help pupils make informed decisions about their option choices and the pathways available post-14-19;
- individual and group sessions in Year 10 to help learners focus on the choices available post-16;
- individual interviews in Year 11 designed to make sure that all learners progress along the most relevant pathway Post 16.

At each stage learners can self-refer through their heads of Key Stage. Careers Wales run various events throughout the calendar year to ensure that all learners are able to make informed choices regarding their career paths.

11. Additional Learning Needs

ALN and curriculum accessibility have a high priority at Abertillery Learning Community and are featured regularly through staff Professional Learning and whole-school training needs. Universal provision features frequently on pastoral and curriculum-led meetings notes.

12. Modifications and dis-applications from the National Curriculum

Any modifications will be reflected within the learners statement of special educational need and supporting annual review documentation. New to the English/Welsh Based Education System (NEWBE) and FEWBES - learners who have arrived in Wales from an English or Welsh-based education system with qualifications that are not approved in Wales, can be disapplied from some parts of the curriculum. This decision will be made in consultation with relevant stakeholders in the best interests of the learners' well-being and academic needs.